

JAMES SIMONS ELEMENTARY

741 King Street
Charleston, South Carolina 29403

GRADES PK-6 Elementary School

ENROLLMENT 416 Students

PRINCIPAL Martha L. Martin-Hodges 843-724-7763

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	46	47	3

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

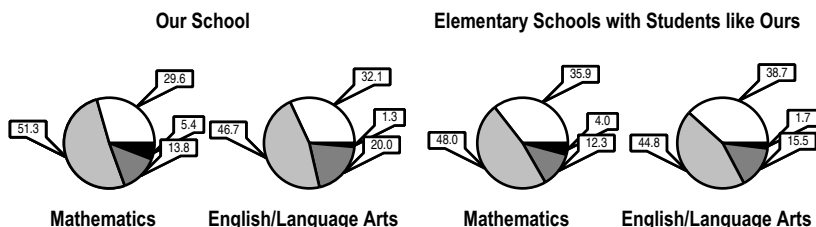
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Good	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	38	57	39
Percent satisfied with learning environment	86.1%	92.9%	94.9%
Percent satisfied with social and physical environment	88.9%	86.8%	83.8%
Percent satisfied with home-school relations	75.7%	90.7%	87.2%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	269	100.0	32.1	46.7	20.0	1.3	21.3	17.6
Gender								
Male	136	100.0	43.3	38.3	17.5	0.8	18.3	17.6
Female	133	100.0	21.0	54.6	22.7	1.7	24.4	17.6
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	269	100.0	32.2	46.4	20.1	1.3	21.3	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	208	100.0	24.5	48.9	25.0	1.6	26.6	17.6
Disabled	61	100.0	59.6	38.5	1.9	N/A	1.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	269	100.0	32.2	46.4	20.1	1.3	21.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	269	100.0	32.2	46.4	20.1	1.3	21.3	17.6
Socio-Economic Status								
Subsidized meals	238	100.0	32.7	46.9	19.4	0.9	20.4	17.6
Full-pay meals	31	100.0	28.6	42.9	25.0	3.6	28.6	17.6

Mathematics								
All students	269	100.0	29.6	51.3	13.8	5.4	19.2	15.5
Gender								
Male	136	100.0	33.3	53.3	10.8	2.5	13.3	15.5
Female	133	100.0	26.1	48.7	16.8	8.4	25.2	15.5
Racial/Ethnic Group								
White	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	269	100.0	29.7	51.0	13.8	5.4	19.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	208	100.0	23.9	51.6	17.6	6.9	24.5	15.5
Disabled	61	100.0	50.0	50.0	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	269	100.0	29.7	51.0	13.8	5.4	19.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	269	100.0	29.7	51.0	13.8	5.4	19.2	15.5
Socio-Economic Status								
Subsidized meals	238	100.0	30.8	52.1	13.3	3.8	17.1	15.5
Full-pay meals	31	100.0	21.4	42.9	17.9	17.9	35.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	80	N/A	26.6	48.1	24.1	1.3	25.3
	Grade 4	64	N/A	15.9	65.1	19.0	N/A	19.0
	Grade 5	66	N/A	39.1	46.9	14.1	N/A	14.1
	Grade 6	60	N/A	33.3	52.6	14.0	N/A	14.0
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	57	100.0	28.3	35.8	34.0	1.9	35.8
	Grade 4	76	100.0	28.6	48.6	21.4	1.4	22.9
	Grade 5	65	100.0	29.3	58.6	12.1	N/A	12.1
	Grade 6	71	100.0	42.4	42.4	13.6	1.7	15.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	80	N/A	32.9	45.6	19.0	2.5	21.5
	Grade 4	64	N/A	27.4	53.2	12.9	6.5	19.4
	Grade 5	66	N/A	29.7	51.6	18.8	N/A	18.8
	Grade 6	60	N/A	50.0	44.8	5.2	N/A	5.2
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	57	100.0	26.4	66.0	7.5	N/A	7.5
	Grade 4	76	100.0	18.6	51.4	17.1	12.9	30.0
	Grade 5	65	100.0	29.3	50.0	17.2	3.4	20.7
	Grade 6	71	100.0	45.8	39.0	11.9	3.4	15.3
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 416)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	95.2%	Down from 96.6%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.1%	Up from 4.9%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.1%	Down from 11.4%	8.3%	8.0%
Older than usual for grade	15.9%	Up from 3.0%	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 35)				
Teachers with advanced degrees	51.4%	Down from 55.9%	46.9%	50.0%
Continuing contract teachers	80.0%	Down from 91.2%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	77.4%	Up from 76.9%	80.2%	86.2%
Teacher attendance rate	96.5%	Down from 97.9%	95.1%	95.3%
Average teacher salary	\$41,924	Down 1.8%	\$38,505	\$39,909
Prof. development days/teacher	9.4 days	Down from 9.6 days	13.0 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio	18.3 to 1	Up from 12.0 to 1	17.1 to 1	18.9 to 1
Prime instructional time	91.3%	Down from 94.1%	88.6%	89.7%
Dollars spent per pupil*	\$6,301	Up 19.1%	\$6,769	\$5,892
Percent spent on teacher salaries*	67.8%	Down from 71.9%	63.6%	66.6%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear School Family,

James Simons Elementary School is an inviting urban school where the "Welcome Mat" is always out. We recognize that family involvement is a critical part of high quality education. JSE offers a safe, disciplined learning environment that emphasizes student achievement. Our motto is "Learning Today for A Better Tomorrow". We are truly preparing our students for the future. Academic achievement as measured on the Palmetto Achievement Challenge Test is a major emphasis for our faculty and staff. It is our goal to have the majority of our students scoring at the proficient and advance levels. We have implemented many programs and strategies ranging from a phonemic awareness program in kindergarten to "hands-on" interactive math through the sixth grade. The faculty and staff are life long learners who are constantly involved in Standards-Based training, Best Practices in-services, technology workshops, and more. We have created a school climate that supports family involvement. We provide opportunities to construct a school partnership with both families and community groups. Knowing that every child is a unique individual, it is our desire to meet the need of each child. With the involvement of parents, community, and our dedicated faculty and staff, we can provide the best education experiences for our students.

Sincerely,
Mrs. Martha Hodges

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.